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ABSTRACT

In 1987 and again in 1988, the National Commission on Excellence in Educational Administration report catalogued a litany of sins committed by educational administration faculties and by institutions of higher education; however, the reports did little to straighten educational administration's crooked halo. Included among the past attempts at educational administration reform were internships, diagnostic and prescriptive measures, and system analyses. The key to successful educational administration reform lies in overhauling the existing programs rather than in developing an entirely new educational administration training system. Some suggestions for the redesign of the current educational administration program contained within this document include: (1) realizing that schools alone have not failed the children of the nation, but have actually offered continuous stability for the children; (2) redefining the school administrator's role and education to include both management and leadership; (3) constantly reforming the educational administration profession rather than occasionally making changes; (4) recognizing priorities and avoiding attempts to accomplish everything; (5) awarding more master's degrees in educational administration to those who qualify--especially to teachers; and (6) joining the National Conference of Professors of Education Administration. (24 references) (KM)

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ANOTHER VISION: THE CHURCH MODEL OF
EDUCATION ADMINISTRATION (EA)

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ANOTHER VISION. THE CHURCH MODEL OF EDUCATION ADMINISTRATION (EA)*

"Lest NCEEAs Canons Decimate the Loyal Hordes
May New-Age Orthodoxy Produce EA's Miracle of Lourdes!"

Anon and Amen.*

IN THE BEGINNING . . .

(Chaos. Fade in. A solitary archangel with Trumpet, Wings, and Halo.
Reads Stentoriously from Tablets I-X: Thou shalt not. . . .) [Appropriate
Music: Bach or Chorus from the Messiah.] O, Come All Ye Faithful!!

VISUAL 1 ABOUT HERE

In the aftermath of hosts calling for reform in education administration (EA), individual professors and entire faculties seek absolution and salvation. In 1987, and again in 1988 in case anyone missed the original, the National Commission on Excellence in Educational Administration (NCEEAs) report catalogued a litany of sins committed by EA faculties and by institutions of higher education (IHEs). Table 1 displays the Seven Deadly

VISUAL 2 (A, B, C) ABOUT HERE

Sins, the Seven Saving Graces, the Nine Desiderata, the Five Strands and supporting data for EA's role in each. The NCEEAs bible, however, did little to straighten EA's purportedly terribly crooked halo. That task remains for the National Policy Board (NPB) aborning in a pastoral setting in the East, near a Capitol beset by its own Gates (Water, Iran, etc.). [All Sing: "O little town of Charlottesville, How ?] (The LOCUS OF CONTROL shifts.)

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VISUAL #1

TABLE 1. THE SEVEN DEADLY SINS AND COUNTERPOINT SEVEN SAVING GRACES, WITH SUPPORTING DATA, RE: EDUCATION ADMINISTRATION

<u>SEVEN DEADLY SINS</u>	<u>SUPPORTING DATA</u>	<u>SEVEN SAVING GRACES</u>	<u>SUPPORTING DATA</u>
GLUTTONY	Department Fat Cats.	TEMPERANCE	*We've had a Computer GLITCH.
AVARICE	Consulting Excess.	FAITH	*The Data are in the Computer.
LUST	Wedded to Work; Married to a Theory.	HOPE	*The Data are being Analyzed.
ENVY	Emulate the Liberal Arts; Hop on Each Bandwagon.	COURAGE	*We're Only Here to Help.
SLOTH	Workload and Production of One's Colleagues.	WISDOM	*It Sounds Good in Theory.
ANGER	NCEA, NCEEA, Carnegie, Holmes, NPB, Etc. Etc.	LOVE	*The Check is in the Mail
PRIDE	EA has had a Fall, •••••!	JUSTICE	NCEA, NCEEA, Carnegie, Holmes, NPB, Etc. Etc.

TABLE 1 (con't)
 EDUCATION ADMINISTRATION'S FIVE STRANDS
 AND NINE DESIDERATA, WITH SUPPORTING DATA

FIVE STRANDS
(NCEEA)

1. Study in Administration.
2. Preparation as sequenced and mentored path from theory to practice.
3. Students work as cohort in preparation (class of XXXX).
4. Blocks of full-time study.
5. Joint responsibility of University and profession.

SUPPORTING
DATA

NINE DESIDERATA
(NPB)

PEOPLE
 Vigorous Student Recruitment
 High Entrance Standards
 Top-Quality Faculty

PROGRAMS
 Ed.D. as Prerequisite to
 Licensure/Certification
 Full-Time Academic &
 Field Residencies
 Full and Enriched Curriculum
 Confirmed Field/Higher Ed.
 Relations

PROOF (ASSESSMENT)
 National Professional
 Standards Board
 Accreditation Depends on
 Meeting Standards

SUPPORTING
DATA

Visual 2 (B)

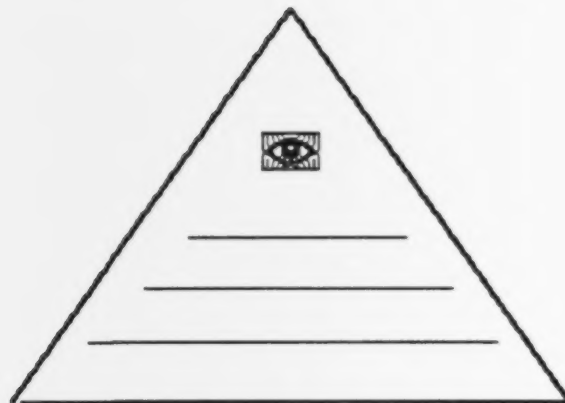
THE SEVEN WONDERS OF....

ANCIENT WORLD

PYRAMIDS AT GIZA
TEMPLE TO DIANA
(EPHESEUS)
STATUE OF ZEUS
(GREECE)
HANGING GARDENS
(BABYLON)
LIGHTHOUSE AT PHAROS
COLOSSUS AT RHODES
MAUSOLEUM AT
HALICARNASSUS

NATURE (MODERN)

GIANT SEQUOIA
RAINBOW NATURAL BRIDGE
YELLOWSTONE FALLS
CRATER LAKE
CARLSBAD CAVERNS
GRAND CANYON
VICTORIA FALLS



VISUAL 3 ABOUT HERE

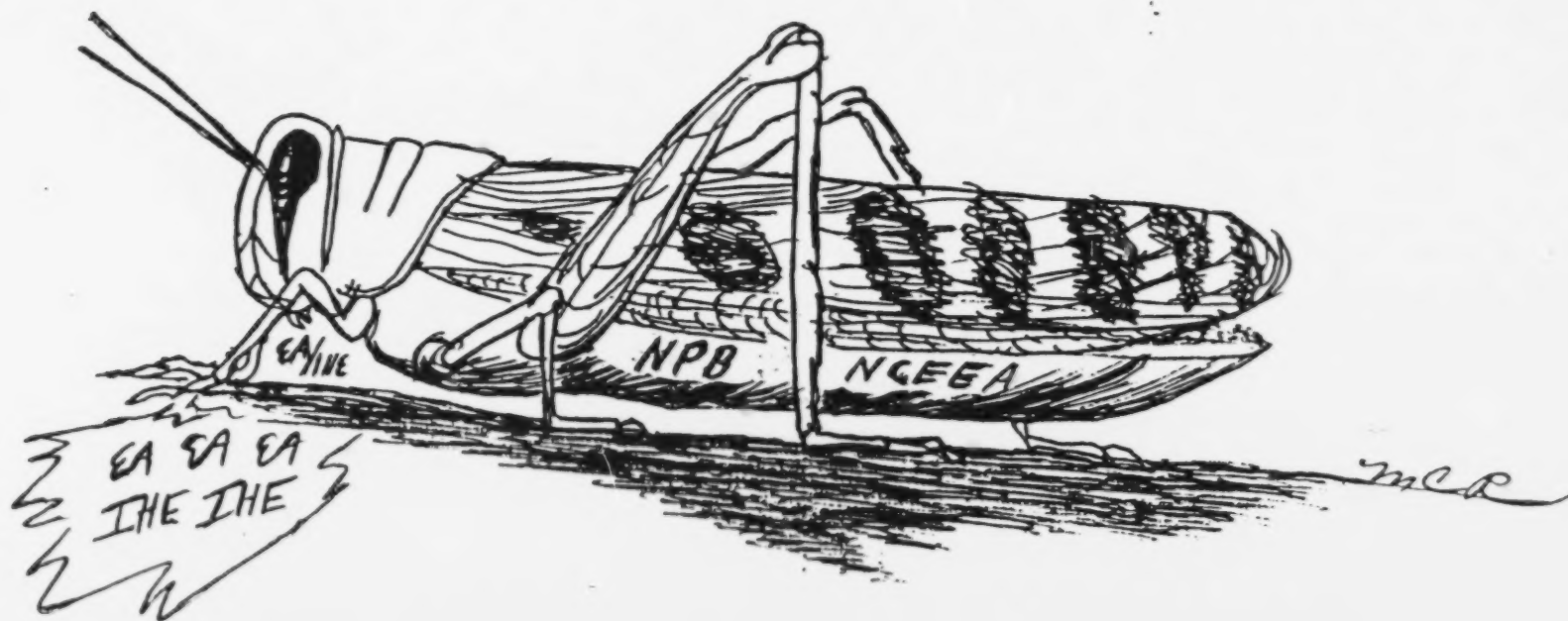
Foreshadowing the Church Model

In an epochal speech colorfully entitled, "Educational Administration: Reform PDQ or RIP," Griffiths (1988), the NCEE chair, pessimistically stressed the urgency for repentance within IHEs ere the death of the profession as we know it. Apparently attempting to hold death at bay, Greer (1989), optimistically pointed out that nearly half of the current EA professors and practitioners could soon retire, thus offering hope for salvation. This view, new life after retirement or death leads to the "church" model of EA--a model seriously to be considered alongside others currently proposed such as the medical, prison, factory, business, legal, and other models (e.g., Thomson, 1989; Turner, 1989; Hoyle, 1989). This encyclical describes the genesis of EA's church model and proffers it for the NCEE/NPB's SEAL OF APPROVAL.

VISUAL 4 ABOUT HERE

Litany of Literature and Legacy

Various models have contorted education upon the Bed of Procrustes. Some models have helped administrators behold EA's great vision. The Medical model brought internships, diagnosing and prescribing, and attempts to cure education. Schools were like hospitals. The Business or Economic model gave education line-staff organization, management by objectives, pupils as "products," assembly-line approaches, unionism, zero-based budgeting, the production function. Often emulating a "Cult of Efficiency" (Callahan, 1962), schools were factories. The Planning model provided education with PPBS, PERT,



locust of control

VISUAL #3



VISUAL #4

Gantt charts, systems analysis; the Scientific model required experimental design, control groups, randomness; ad infinitum: the borrowed models could easily include the Recreation, Military, Prison, Bandwagon, Ford Foundation-sponsored Model A, and even--heaven forbid--the School or Learning models (Marshall, 1988)!

VISUAL 4A ABOUT HERE

Revelation of the Church Model

The Church model of EA predates the NCEE report and has legitimate claims as the first, but still untested, model for EA. The stories, language, values and icons of our culture reflect the Church model. A "perfect" preparation program where graduates rank at the top of all measurement scale, excel in any assessment center, and succeed in every position has been a "heavenly" view for some time. The way we communicate adds to this idealized view of the profession. An anointed few write ex cathedra, thus establishing the omniscient authority who reveals only that portion of knowledge which journal space permits. "Perfection" lies in some Great Beyond--beyond research or theory and far out in the realm of divine recommendations.

The Church model traces its roots to America's very first Department of Education. According to Culbertson (1988) William Payne established the first Department of Education in the U.S. in 1879 at the University of Michigan. In 1881-1882, he conducted there the first course in school management (p. 5). Culbertson notes that Payne viewed the noble character of education as "a purely spiritual act" whose "higher manifestations . . . are . . . dependent upon inspiration" Indeed, "Payne recommended that . . . if teachers studied the lives and works of . . . Christ . . . they could be inspired . . ."

SOME "MODEL" COMPARISONS

<u>MODEL</u>	<u>RESULT</u>
MEDICAL	INTERNSHIP, "CURE" EDUCATION, DIAGNOSE/PRESCRIBE
BUSINESS OR ECONOMIC	LINE-STAFF, MBO, ZERO- BASED BUDGET, "PRODUCTION- FUNCTION" PUPILS = PRODUCTS, UNIONISM, EFFICIENCY, ASSEMBLY-LINE
PLANNING	PPBS, PERT, OR, GANTT CHARTS, SYSTEMS ANALYSIS, INPUT/OUTPUT
SCIENTIFIC	RANDOMNESS, EXPERIMENTAL/CONTROL, "VALUE-FREE" IDEOLOGIES, ETC.
MILITARY	REGIMENTATION, ROTC
PRISON	DETENTION
BANDWAGON	YOU NAME IT. "GEE-WHIZZISM"
"A"	SUSPENSIONS

(p. 24. Culbertson cites the original source).

Most professors who have been around awhile know that all departments have certain weaknesses; none is omniperfect. Few professors have admitted to professing the ultimate "truth" even through EA's official channels.

Perhaps recognizing vulnerability associated with genuine uncertainty, some professors are currently buttressing their high-flying positions with revelations previously the "soul" province of EA's prefects, prelates, princes and popes. Unabashedly identified with a spiritual realm, Norris and Achilles (1988), for instance, write of "intuitive leadership." These latter-day prophets find kinship with Greer's "New Age" administrator preparation, but mortals must figure out how and where to teach the intuitive (holy?) spirit. Will it be added to NCATE standards?

Lest EA professors consider the above an isolated instance, they need only to study the elevated or "heavenly" language in current literature: e.g., "rightness" of decisions (Raudsepp, 1981), "holistic" (Rowan, 1979) or "visionary" thinking (Saskin, 1989), The Moral and Spiritual Crisis in Education (Purpel, 1989), and "empowerment" (Mareoff, 1988). Will hermeneutics, expegetics, and metaphors shroud EA in legitimacy?

The Reformation

The Church model holds great promise for EA professors and departments, especially for those needing to be "born again"; those not among the 200 Chosen Few. Unless they soon repent, these reprobates are on a fast track to hell; some already are far down the primrose path (NCEEA) and others wish them Godspeed (Holmes; Carnegie). The Church model's motto is "Reform or Perish!"

While awaiting the profession's second coming (Greer, 1989), or before submitting to radical exorcising of the 300 (NCEEA, 1987), some may seek a secular reform of programs currently held in esteem, low though it may be. The

NCEEA, NPB, and EA have a Sisyphean task. A first step from the Inquisition mindset of the 1980's is a new vision, a revisionist "Ten Commandments."

VISUAL 5 ABOUT HERE

SOME NEW-AGE DICTA. IN THE HOUSE OF EA, THOU SHALT . . . :

1. Cease professional auto-flagellation. Schools alone have not failed the children of this nation! The family has failed them; religion, the community (including the business sector), and politicians have failed them. The school system has been the major institution offering continuous stability for children. Each time an institution in society falters or fails, the school system is asked to pick up the slack. School systems in this nation have been Messiahs (Reitman, 1989) but when they fail to perform miracles perpetually, they are crucified. Why is education asked to do what other institutions have failed to do? One can only speculate what might have been accomplished if educators had not spent scarce resources to desegregate communities where adult politics failed. What might schools have done if major corporations had stayed in the U.S. and paid taxes to support schools instead of seeking safe havens and cheap labor? Education has helped resolve many issues. Educators accept these challenges to develop a gentler, kinder world with little support or recognition from traditional institutions, an Education Secretary's Bully Pulpit or an Education President.

Schools have not put the "nation at risk." Against overwhelming odds, educators are educating the nation's youngsters. Little wonder that some practicing administrators believe that their preparation programs failed to ready them for the real world. How do you prepare administrators for a collapse of moral values and social institutions*? While reading of the Church

*Congress, Ethics, S&L Bailout, HUD, ABSCAM, Defense Contracts

VISUAL #5



SISYPHUS AND PATTE SOMETIMES
ASK EACH OTHER,
"WHERE IS THE SUPPORT (#) WHEN YOU
REALLY NEED HELP?"

model, one colleague said "EA hasn't a prayer."

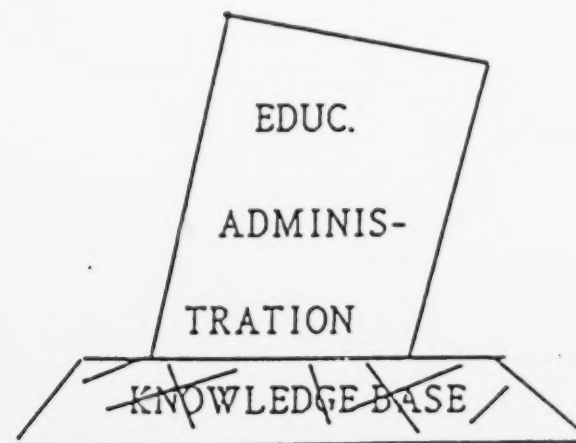
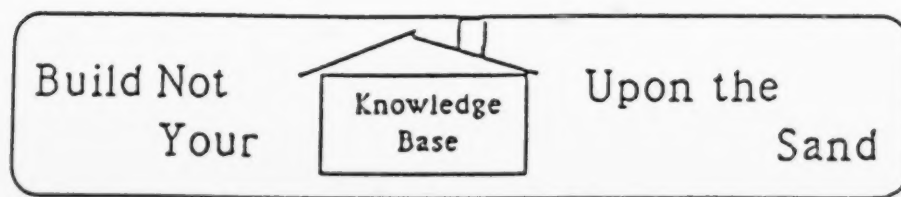
2. Change the name to Education Administration. What's educational about administration? When an administrator interprets a vision to others, or explains reasons for needed action, that's educational administration. This educational behavior occurs in a business, hospital, etc. Many tasks of administering require the administrator to educate others. What's in a name? The name change will help the profession redefine itself. Education administration consists of compound nouns as found in business administration, hospital administration, and public administration. The profession prepares administrators for work in education.

3. Define administration as consisting of management and leadership and include both in thy content. The field is plagued with the problem of defining its own knowledge base (Bok, 1987; Boyan, 1988). Identifying management and

VISUAL 6 ABOUT HERE

leadership skills necessary to administer education programs from Alpha to Omega need not require divine intervention. Courses in each area, management and leadership, make sense. This idea avoids leadership as godly and management as the seventh circle of Hades. Each component is judged by performance, not by caste (Murphy, Halinger, & Mitman, 1983).

4. Adopt "personology" in addition to other Behavioral Sciences (BS) as part of the study of EA. Presently, EA is dominated by theories of psychology and sociology as the Primum Mobile of behavior in administration. While both disciplines support the study of administration, neither adequately explains administration. Human behavior represents a substantial concern of EA. Human behavior is only akin to, not the same as, the rat race, life on a treadmill,



VISUAL 6. BY D. DAVIES, 1989.

mice in a maze

Much of modern psychology and sociology (human sciences) reports, a posteriori, observable "effects" after the fact. To this degree, both are reactive, reporting what occurs post hoc and attempting to connect post hoc ergo propter hoc. Administration is proactive . . . a world of envisioning first what is to be created, defining creative behavior, predicting the consequences of various behaviors, implementing strategies, suffering the consequences of poor choices and giving credit to others for good ones. Psychology and sociology consist of outsiders looking in; administration consists of insiders looking out. An administrator's credo is "Cogito ergo ago," I think, therefore I act--presumably, to see how psychologists and sociologists will respond. Are those in psychology and sociology contemporary administration's scribes and pharisees? To envision what should be, administrators should search scriptures other than just the scientific--like metaphysics, philosophy, literature, art, drama, and theology.

EA consists of individuals using "insider information" to move a group from where it is to where it would prefer to be. Can administrators direct the exodus from captivity to the promised land?

5. Not worship graven images. The danger of approving "A Program" in IHEs is that A Program becomes, if not god, at least a graven image, icon-like and immutable. Those who participated in building the god desire to worship and sacrifice forever at its altar (sometimes, in blood).

The nation has spoken--the schools need reform ("reform schools"?). The NCEEA has spoken--the profession needs reform! Let constant reform become the norm. Does EA have the vision to enact "The Ever-Renewing Society" (Gardner, 1963). Dare EA build a new, self-renewing social order? (Don't Count on it!)

6. Apply "reform" according to the sacred principles of EA. Departments of EA prepare future leaders who in turn lead the next generation. The principles of leadership or the body of knowledge necessary to bring change is our own field. The ability to produce change (or perceptions of change) is our forte.

National perceptions define where we are. Right or wrong, perceptions form reality. Either we change so the perceptions may change, or we can continue attempts to change the image of the perceivers. The only thing more difficult to change than the minds of perceivers is to change ourselves.

7. Respect thy lineage but envision the future. Administration consists of two great commandments: (1) know where you are going; (2) know where you are. (Didn't Yogi Berra say, "If you don't know where you're going, you probably won't get there"?) If we know not where we are going, any direction is fine. If we know not where we are, the same is true. If, however, we know where we are going and where we are, we can better select our path.

The past brought us the present or where we are--the future, or where we are going, is yet to be "created." The future comes either with plan . . . or by chance.

8. Emphasize simple values. Utilize the Seven Saving Graces. Know and focus on key priorities; avoid "Do-it-all"ism.

9. Not covet nor adopt "pseudo-professionalism." What we see in others is what we most fear in ourselves (to coin a new cliché). One great threat to civilization is anti-intellectualism; paradoxically, the greatest anti-intellectuals often are the intellectuals. Atkins (1989) quoted Alsop's stinging analysis of this situation in academia:

"Joseph Alsop put the situation in perspective when he wrote: 'In

academic debates . . . the side that sees its position being shot to hell by new evidence also sees its prestige, careers, position and all else being shot to hell . . . Where the professoriate is deeply but wrongfully committed, factual evidence of an inconvenient kind is frequently handled with total ruthlessness." (p. E3)

The Seven Deadly "sins" (see Table 1) all have a righteous counterpart and a self-righteous counterfeit. The righteous counterpart, the Seven Saving Graces, support temperance, hope, wisdom (political and psychological) and justice (human and cosmic). The counterfeit looks and sounds genuine but is self-serving--coveting. To mix metaphors: "Those who live in glass houses, are in danger of shooting themselves in the foot." Name dropping, "theory dropping" and rushing to become "instant experts" on each Bandwagon are external manifestations of the "covet effect."

10. Offer more, not fewer Master's in EA to the uninitiated multitude. EA degrees should be excellent for anyone working in education, including teachers. Basic EA programs frequently include curriculum, supervision, personnel, public relations, law, research and learning theory. What teacher could not use additional knowledge and skill in these areas? More teachers should be taking these degrees rather than fewer, particularly as site-based administration becomes a jewel in the diadem. More not fewer teachers should understand administration's arcane processes. Teachers administer classrooms.

*Note the tremendous resistance to new ideas in science whenever anyone sets forth an idea or paradigm counter to the current tunnel vision (e.g., Galileo). A modern example is in McDermott, J. (1989, August). A biologist whose heresy redraws Earth's tree of life. Smithsonian, 20(5), 72-81. Lynn Margulis challenges current theories and is reviled by "the system"--yet she seems to be correct!

Likewise, the current state of human existence cries out to assist individuals to learn those administrative skills necessary for living as fully-functioning adults. Administrators today have a great opportunity to help the uninitiated to learn those skills necessary to "create" a desirable rather than an undesirable universe.

11. Join NCPEA. The job of the human experience is to think and share with one another thoughts and feelings about being human and then about performing our work better. Whether over wine and dinner or beer and crackers, it is good that we commune about the challenges in this life or the next. NCPEA provides a "no holds" barred forum where ideas and people are sacred: only jealousy and pettishness are condemned!!!

Conclusion (Alleluia Chorus)

The end. Amen and Anon!

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